Released – July 14, 2009

How to use the Child Outcomes Summary Form (COSF) on the ITEIP Data Management System

On July 1, 2008, the COSF input screens were added to the ITEIP Data Management System. The following explains how to enter COSF information into the ITEIP Data Management System.

All Children with IFSP completed after July 1, 2007 and who will have an IFSP for at least 6 months must have an Entry COSF entered into the ITEIP Data Management System. The Entry COSF has to be entered before an Initial IFSP can be completed.

All children with Entry COSFs must have Exit COSFs entered when the child is transitioned except for children that:

1. ***Exited program without a completed IFSP;***
2. ***Transferred child to a new FRC within county;***
3. ***Transitioned under age three – Deceased;***
4. ***Transitioned under age three - Moved out of County;***
5. ***Transitioned under age three - Moved out of State; or***
6. ***Transitioned under age three – Other: Attempts to contact or locate unsuccessful.***

What is the COSF?

The COSF is a 7-point scale for summarizing information related to a child's progress on each of the three child outcome areas required by OSEP. The COSF can be used:

1) When the state wants to use multiple sources of information to describe a child's functioning on each of the outcomes. The information could include one or more norm-referenced or curriculum-based assessments, parent report on child's skills and behavior, progress notes of therapists working with the child, observations by a teacher or child care provider, or other sources; and/or
2) When different assessments have been given to different children across the state and the results need to be placed on the same scale to be aggregated.

The COSF is **NOT an assessment instrument**

It is a tool used for summarizing across multiple sources of information about the child. The COSF will allow states to address the OSEP reporting requirement as well as look at the child outcomes data in other ways. Using the COSF does not require that programs collect more data about children's progress; it is a mechanism that allows them to summarize assessment information for federal reporting as well as for their own purposes, such as for accountability, program planning, and program improvement.

The COSF is designed to answer two questions

1. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

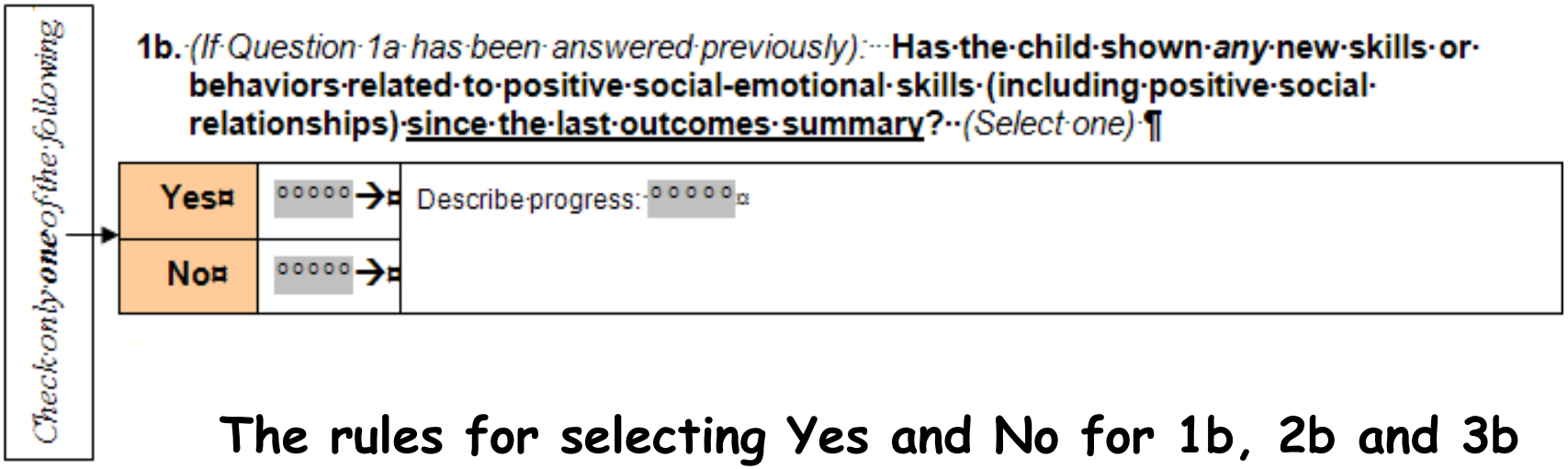
2. Has the child shown any new skills or behaviors related to [this outcome] since the last outcomes summary? (Yes-No)

The COSF is designed to answer two questions

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Overall Not Age Appropriate					Overall Age Appropriate	
Not Yet	**Uses some immediate foundational skills**	**Emerging**	**Rarely uses age expected skills**	**Somewhat**	**Uses age expected skills but there are concerns**	**Completely**
The child does not yet show functioning expected of a child his/her age in any situation. The child's skills and behaviors also do not yet include any immediate foundational skills on which to build age-appropriate function. The child's functioning might be best described as like that of a much younger child. Children with a Not Yet rating still have skills, just not yet at an immediate foundational level.	The child does not yet show functioning expected of a child his/her age in any situation. The child's behavior and skills does have some of the immediate foundational skills on which to build age appropriate functioning, but these are not displayed very often. The child's functioning might be described as like that of a much younger child.	The child does not yet show functioning expected of a child his/her age in any situation. The child's behavior and skills include immediate foundational skills on which to build age-appropriate functioning. The child's functioning might be described as like that of a much younger child.	The child rarely uses age-expected skills. The child shows some age-appropriate functioning, some of the time, or in some situations or settings, but most of the child's functioning would be descried as not yet age appropriate. The child's functioning might be described as like that of a younger child.	The child shows functioning expected for his/her age some of the time and/or in some situations. The child's functioning is between age-appropriate and not appropriate functioning. The child's functioning might be described as like that of a slightly younger child.	The child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area.	The child shows behaviors and skills expected in all or almost all everyday situations that are part of the child's life, e.g. home, store, park, child care, with strangers, etc. The child's function is considered appropriate for his/her age. No one has significant concerns about the child's functioning in this outcome area.

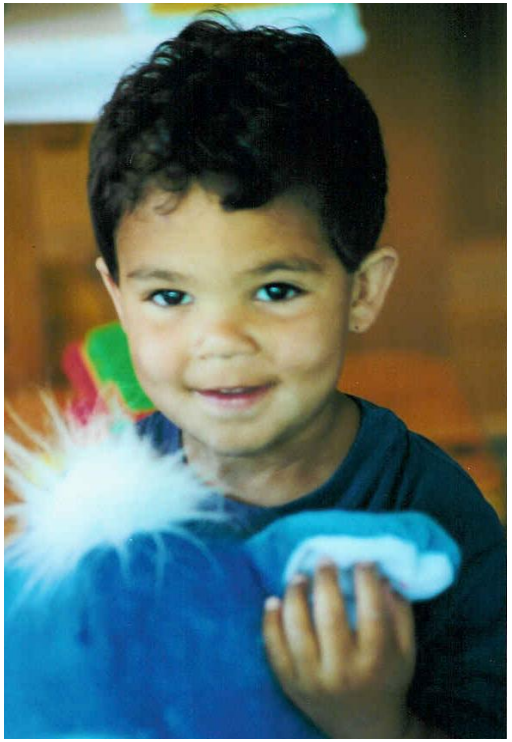
The COSF is designed to answer two questions



The rules for selecting Yes and No for 1b, 2b and 3b are:

- **If the ratings are the same on the Entry and Exit outcome, you must select YES.** This is because the feds believe that if a child is in Part C for 6 months or more and has the same rating on the Exit COSF for that Outcome, they have made progress.
- **If the ratings are higher on the Exit COSF outcome than on the Entry COSF outcome, you must select YES.**
- **If the ratings are lower on the Exit COSF outcome than on the Entry outcome, you must select NO.**

Child Outcomes Summary Form (COSF) Entry Options



Options for Entering COSF Data on the On The ITEIP Data Management System

Option 1 – All COSF information is entered on System

- enter the entire form
  (everything required on the COSF)
  - Entire Cover page
  - Three outcomes pages including all check boxes and text on entry System COSF

  Note: ITEIP encourages the use of this option.

Options for Entering COSF Data on the On The ITEIP Data Management System

<u>Option 2 – </u>All COSF information entered on paper form and required information then entered on the System

- Enter entire COSF information on paper form and enter only the required System information including 'check boxes' and some text as follows:
  - Cover page on paper and check boxes on System
  - Three outcome pages check boxes
  - Exit COSFs require the Yes or No box checked and progress text box filled in on System
  - Record the location of the paper COSF in the ITEIP Data Management System on the IFSP Checklist page

Basic Requirements – Required User Activities

- At entry, an Entry COSF is required for all children new to early intervention and younger than 30 months. This Entry COSF has to be completed before you can enter the date to complete the Initial IFSP.
- At exit, completion of an Exit COSF is required for all children who received ITEIP services for at least 6 months or more. This Exit COSF has to be completed before the child can be transitioned, except for the following transition types:
  - ***Child exited program without a completed IFSP,***
  - ***Transferred child to a new FRC within county,***
  - ***Transitioned under age three – Deceased,***
  - ***Transitioned under age three - Moved out of County***,
  - ***Transitioned under age three - Moved out of State***,
  - ***Transitioned under age three – Other: Attempts to contact or locate unsuccessful. (Note: It is recommended that a child be transitioned if you cannot contact the Parent/Guardian for at least 60 days.)***

Basic Requirements – Required User Activities

- Once an IFSP is completed (and locked) the entry COSF is saved. The entry COSF can be updated until a subsequent IFSP (Team Amendment or Annual) has been completed. After the new IFSP has been completed, changes to the COSF are accomplished through the creation of Ongoing COSFs.
- Once a Entry COSF has been started, all of the required check and text boxes must be completed before it can be saved.
- The COSF counts will not be included until all required COSF form fields have been filled out on the System.
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- The COSF will not automatically be included in the IFSP, but can be selected as a view/print option.

Basic Requirements – Required User Activities

- Optional user feature:

  - A new COSF (Ongoing COSF) can be created and filled in at any time, in addition to the required entry and exit COSFs.

  (Note: This is encouraged by ITEIP when teams are working with very young infants to assist in documenting skills and activities.)

Paper COSF Compared to the System COSF

COSF on the ITEIP Data Management System (IDMS)

High-level Screen View of the Cover Screen

This Cover screen includes;

1) Add New COSF button to create a new form,

2) a list of COSF forms associated with this child,

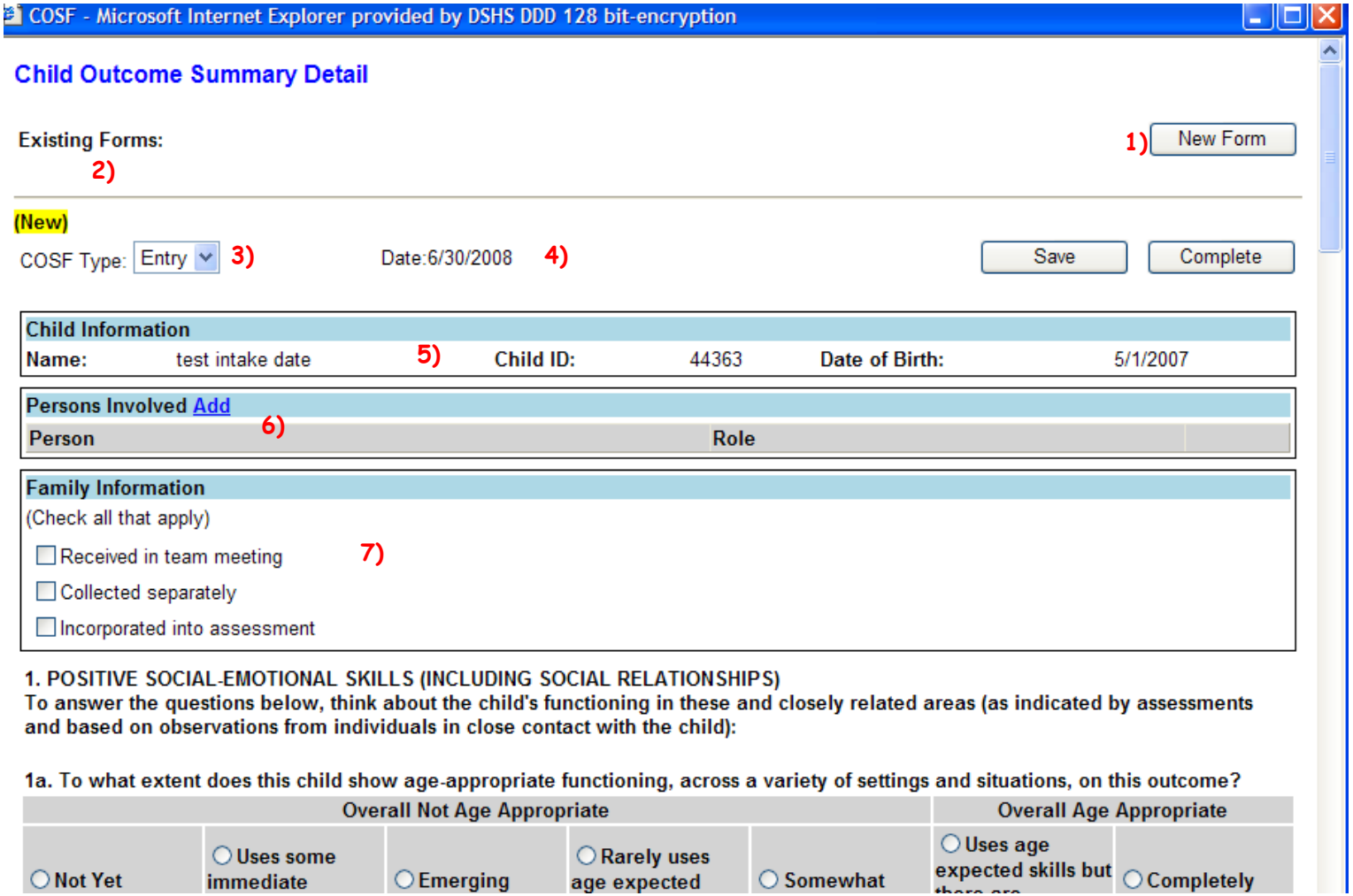
3) COSF Type - what type of COSF this is (Entry, Exit or Ongoing),

4) Date – of this COSF,

5) Child Information (Name, ChildID & Date of Birth),

6) COSF evaluation team members,

7) Family Information about team creating the COSF.



COSF on the IDMS

One of the seven boxes has to be checked on system.

There are differences between the paper COSF form and the one on the ITEIP Data Management System for example; On Outcome question 1, 2 & 3 additional descriptor words have been added for clarity for each of the check boxes indicated.

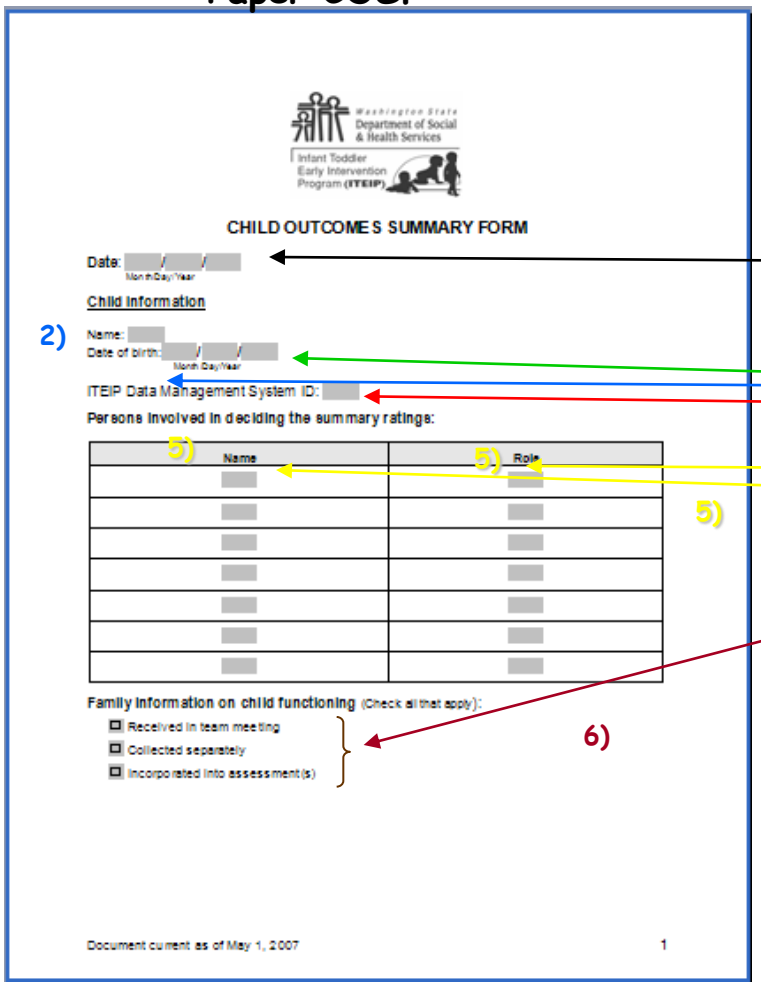
○ Not Yet	○ Uses some immediate foundational skills	○ Emerging	○ Rarely uses age expected skills	○ Somewhat	○ Uses age expected skills but there are concerns	○ Completely
• The child does not yet show functioning expected of a child his/her age in any situation. • The child's skills and behaviors also do not yet include any immediate foundational skills on which to build age-appropriate functioning. • The child's functioning might be described as like that of a much younger child. • Children with a Not Yet rating sill have skills, just not yet	• The child does not yet show functioning expected of a child his/her age in any situation. • The child's behavior and skills does have some of the immediate foundational skills on which to build age-appropriate functioning but these are not displayed very often. • The child's functioning might be described as like that of a much younger child.	• The child does not yet show functioning expected of a child his/her age in any situation. • The child's behavior and skills include immediate foundational skills on which to build age-appropriate functioning. • The child's functioning might be described as like that of a much younger child.	• Rarely uses age expected skills • The child shows some age appropriate functioning some of the time or in some situations or settings but most of the child's functioning would be described as not yet age appropriate. • The Child's functioning might be described as like that of a younger child.	• The child shows functioning expected for his/her age some of the time and/or in some situations. • The child's functioning is a mid of age-appropriate and not appropriate functioning. • The child's functioning might be described as like that of a slightly younger child	• The child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area.	• The child shows behaviours and skills expected in all or almost all everyday situations that are part of the child's life. e.g., Home, store, park, child care, with strangers, etc. • The child's functioning is considered appropriate for his/her age. • No one has significant concerns about the child's functioning in this outcome area.

Side by Side Comparison of the Paper COSF and the one on the IDMS

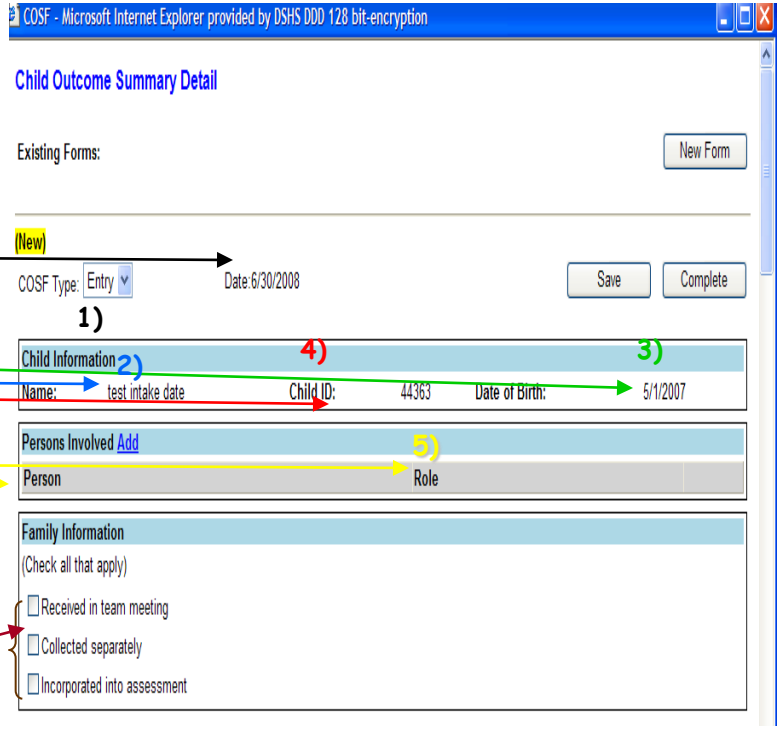
All fields on the paper COSF are also on the COSF on the System, as follows:.

1) Date,
2) Name,
3) Date of Birth,
4) Child ID
5) COSF evaluation team members
6) Family Information

Paper COSF



COSF on IDMS



Teams using the complete electronic option do not have to complete the paper form first; printing the form is not necessary unless parents or other team members need a copy. The ITEIP Data Management System saves Entry, Ongoing and Exit completed COSFs and may be printed any time needed.

Side by Side Comparison of the Paper COSF and the one on the IDMS

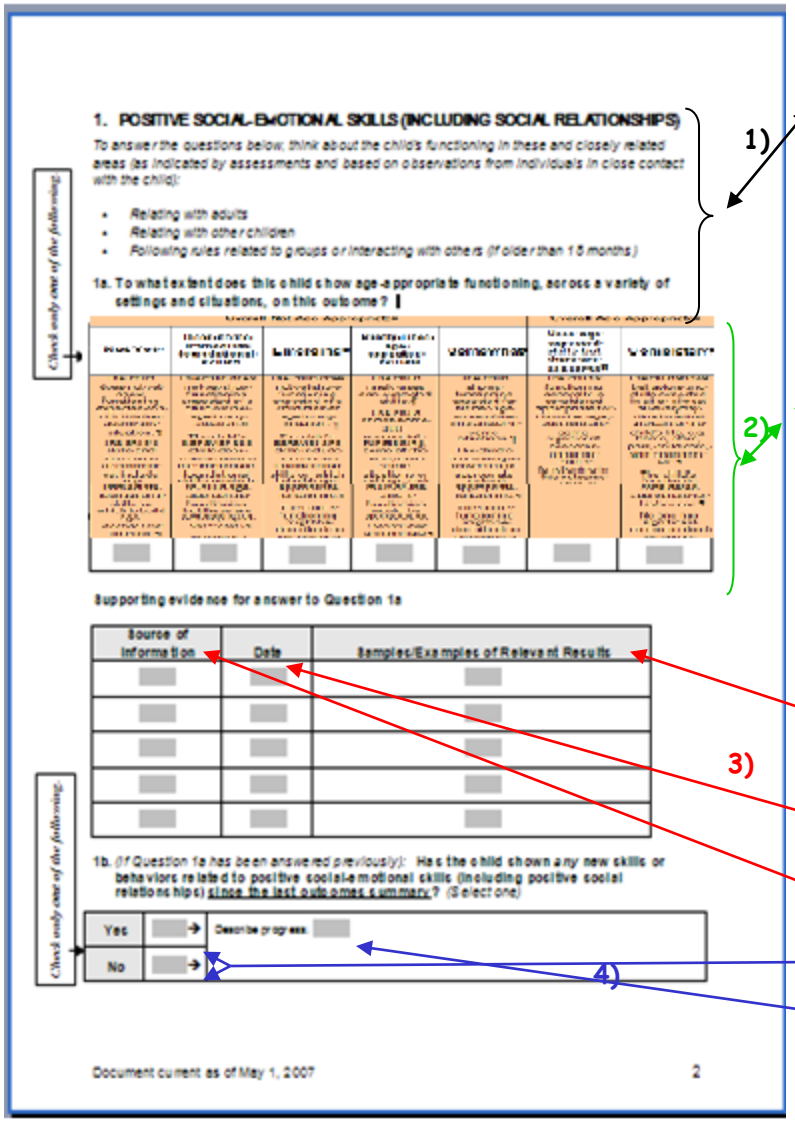
All fields on the paper COSF are also on the COSF on the System, as follows:

1) Child Outcome,

2) To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?,

3) Supporting evidence for answer to Question 1a COSF evaluation team members,

4) Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? Family Information.

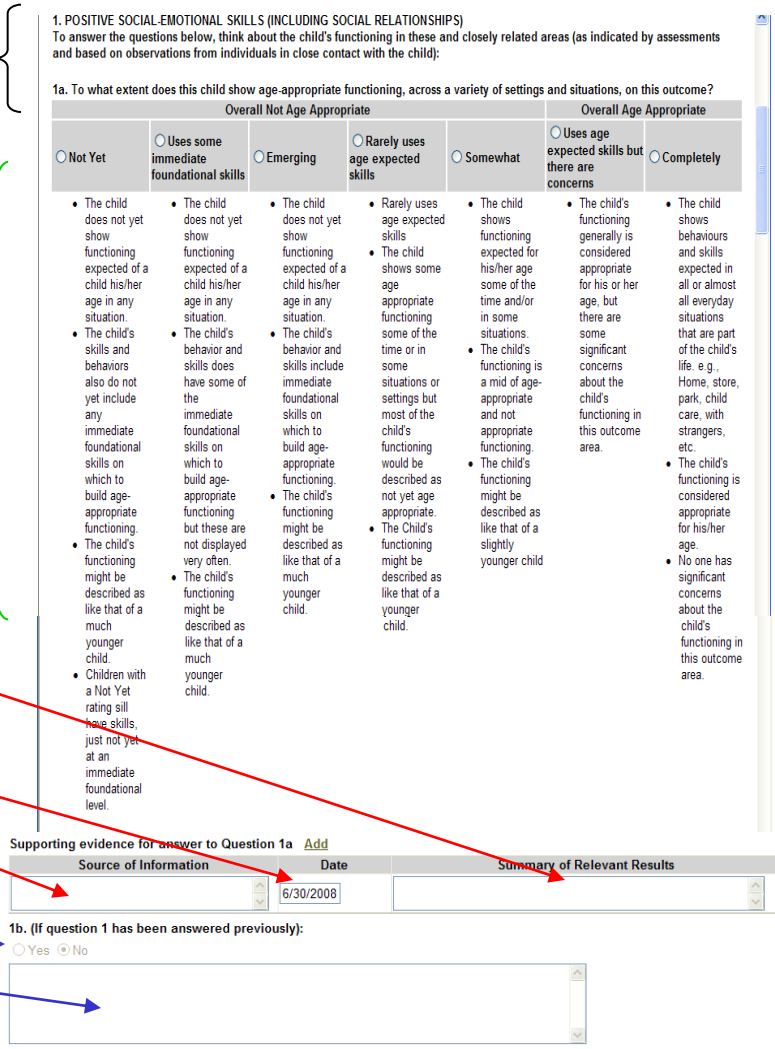


1)

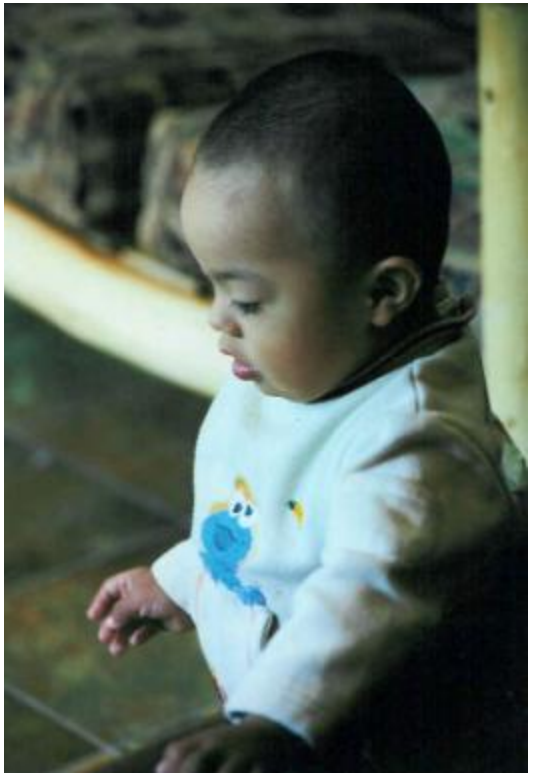
2)

3)

4)

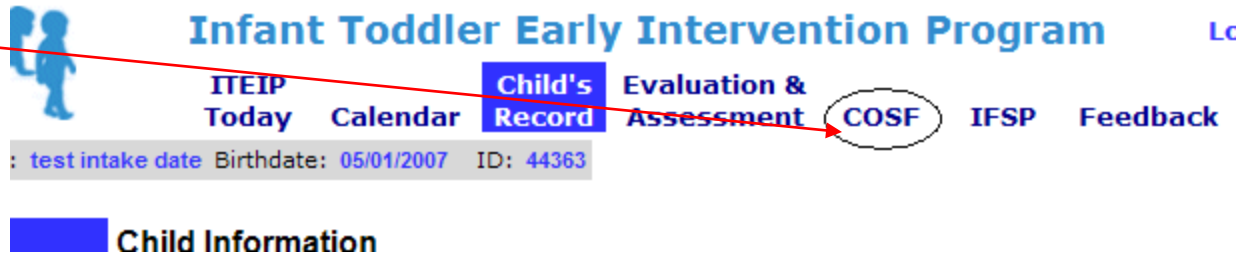


Entering COSF Information on the System



How to Access the System COSF Form For Entering Required Child Information

To access the C click on the COSF icon on the top menu.

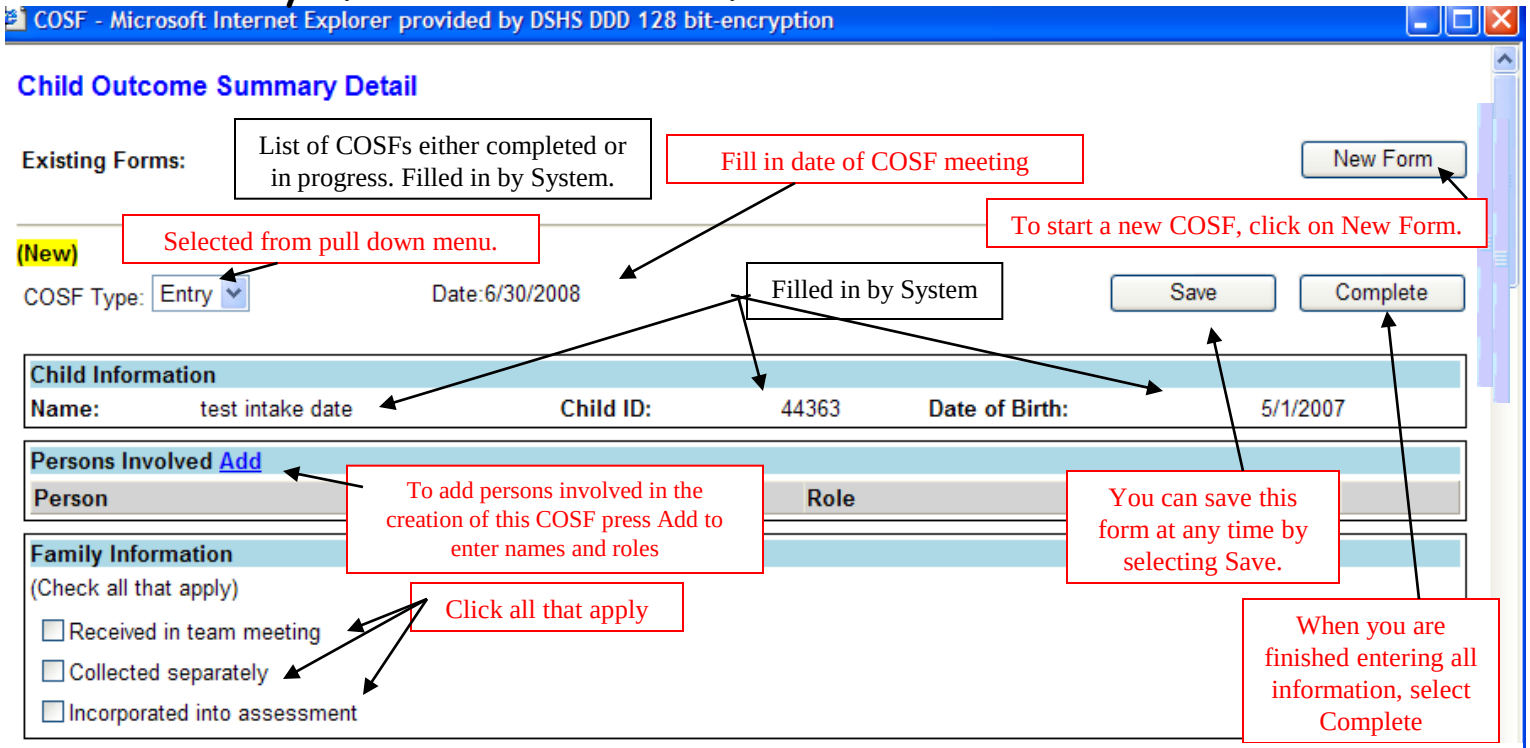


Required Fields on ITEIP Data Management System (IDMS)

The RED boxes on this screen are required.

COSF Type- selected from pull down menu (Entry, Ongoing, Exit)
Date - This date is entered by the person filling out the form. This date will be the date when the information was gathered from the team by the FRC at the COSF meeting. The date can be changed when editing the form. Format: mm/dd/yyyy
Persons involved in deciding the summary ratings - Either enter Free Form or select Team Members from team members information in the system.
Family Information – check all appropriate boxes.
The fields that are also required to be filled in on the ITEIP Data Management are designated by red text boxes on this screen.

Detailed Screens - The COSF section will be one screen/pane allowing the user to scroll to any of the sections to be filled in.



COSF Required Fields on IDMS

Outcomes - Question & Evidence Sections
The following 3 OSEP Outcomes (1. Positive Social-Emotional Skills (Including Social Relationships)
2. Acquiring and Using Knowledge and Skills
3. Taking Appropriate Actions to Meet Needs) sections have the same data fields associated, have the same data entry requirements.
a) To what extent does this child show age appropriate functioning, across a variety of settings and situations, on the outcome?
The user must include supporting evidence for their selection on the paper COSF.
And on exit; Has the child shown any new skills or behaviors related to a positive social-emotional skills (including social relationships) since the last outcomes summary?
The fields that are also required to be filled in on the ITEIP Data Management are designated by red boxes.

Required- click appropriate box

On Entry & Exit COSF

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)
To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Overall Not Age Appropriate					Overall Age Appropriate	
○ Not Yet	○ Uses some immediate foundational skills	○ Emerging	○ Rarely uses age expected skills	○ Somewhat	○ Uses age expected skills but there are concerns	○ Completely
• The child does not yet show functioning expected of a child his/her age in any situation. • The child's skills and behaviors also do not yet include any immediate foundational skills on which to build age-appropriate functioning. • The child's functioning might be described as like that of a much younger child. • Children with a Not Yet rating sill have skills, just not yet at an immediate foundational level.	• The child does not yet show functioning expected of a child his/her age in any situation. • The child's behavior and skills does have some of the immediate foundational skills on which to build age-appropriate functioning but these are not displayed very often. • The child's functioning might be described as like that of a much younger child.	• The child does not yet show functioning expected of a child his/her age in any situation. • The child's behavior and skills include immediate foundational skills on which to build age-appropriate functioning. • The child's functioning might be described as like that of a much younger child.	• Rarely uses age expected skills • The child shows some age appropriate functioning some of the time or in some situations or settings but most of the child's functioning would be described as not yet age appropriate. • The Child's functioning might be described as like that of a younger child.	• The child shows functioning expected for his/her age some of the time and/or in some situations. • The child's functioning is a mid of age-appropriate and not appropriate functioning. • The child's functioning might be described as like that of a slightly younger child	• The child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area.	• The child shows behaviours and skills expected in all or almost all everyday situations that are part of the child's life. e.g., Home, store, park, child care, with strangers, etc. • The child's functioning is considered appropriate for his/her age. • No one has significant concerns about the child's functioning in this outcome area.

COSF Input on the IDMS – Outcome 1

High-level Screen View of the Outcomes progress screens

Outcomes - Questions & Evidence Sections

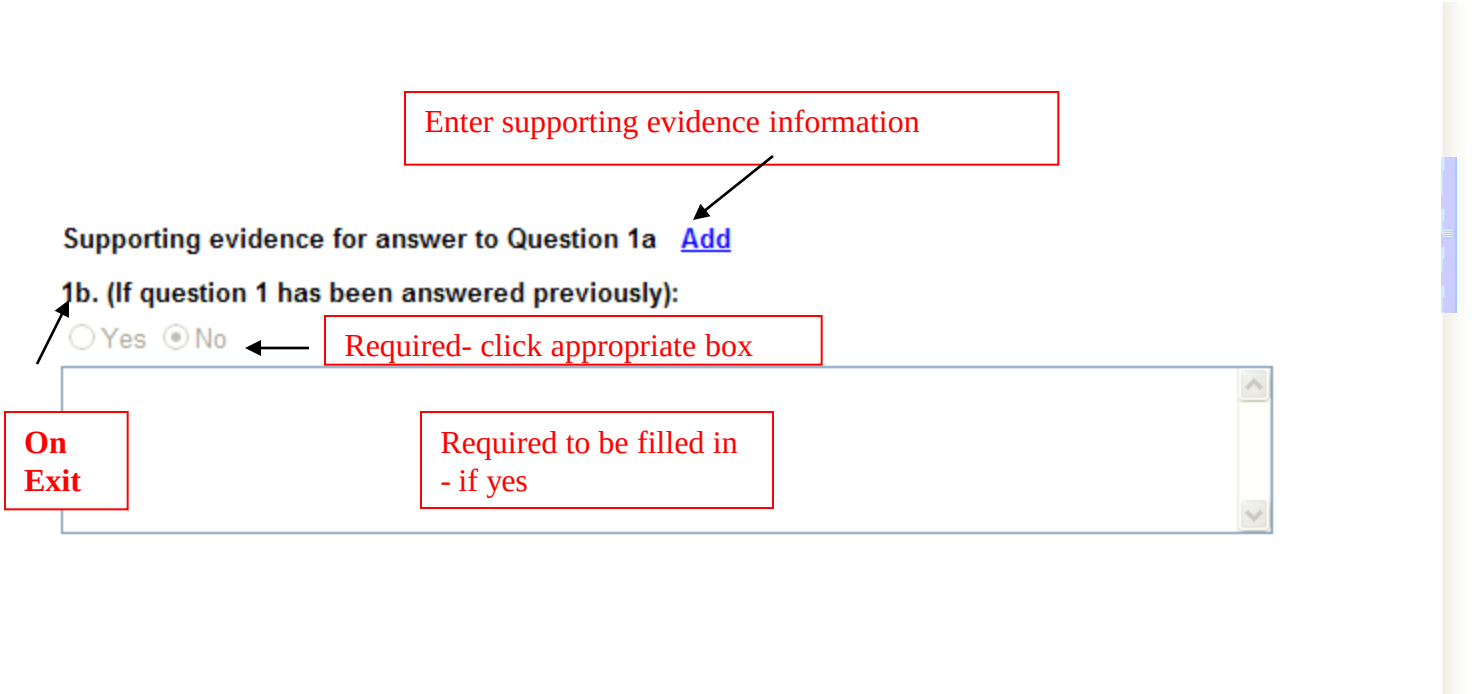
The following 3 OSEP Outcomes (1. Positive Social-Emotional Skills (Including Social Relationships)
2. Acquiring and Using Knowledge and Skills
3. Taking Appropriate Actions to Meet Needs) sections have the same data fields associated, have the same data entry requirements.

a) To what extent does this child show age appropriate functioning, across a variety of settings and situations, on the outcome?

The user must enter supporting evidence for their selection on the System COSF.

And on exit; Has the child shown any new skills or behaviors related to a positive social-emotional skills (including social relationships) since the last outcomes summary?

The user must indicate whether or not progress was made by selecting Yes or No. If Yes is selected, then the user must fill in "Describe Progress" text box.



COSF Required Fields on IDMS

Outcomes - Question & Evidence Sections
The following 3 OSEP Outcomes (1. Positive Social-Emotional Skills (Including Social Relationships)
2. Acquiring and Using Knowledge and Skills
3. Taking Appropriate Actions to Meet Needs)
sections have the same data fields associated, have the same data entry requirements.
a) To what extent does this child show age appropriate functioning, across a variety of settings and situations, on the outcome?
The user must include supporting evidence for their selection on the paper COSF.
And on exit; Has the child shown any new skills or behaviors related to a positive social-emotional skills (including social relationships) since the last outcomes summary?
The fields that are also required to be filled in on the ITEIP Data Management are designated by red boxes.

Required- click appropriate box

On Entry & Exit COSF

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS
To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Overall Not Age Appropriate					Overall Age Appropriate	
○ Not Yet	○ Uses some immediate foundational skills	○ Emerging	○ Rarely uses age expected skills	○ Somewhat	○ Uses age expected skills but there are concerns	○ Completely
• The child does not yet show functioning expected of a child his/her age in any situation. • The child's skills and behaviors also do not yet include any immediate foundational skills on which to build age-appropriate functioning. • The child's functioning might be described as like that of a much younger child. • Children with a Not Yet rating sill have skills, just not yet at an immediate foundational level.	• The child does not yet show functioning expected of a child his/her age in any situation. • The child's behavior and skills does have some of the immediate foundational skills on which to build age-appropriate functioning but these are not displayed very often. • The child's functioning might be described as like that of a much younger child.	• The child does not yet show functioning expected of a child his/her age in any situation. • The child's behavior and skills include immediate foundational skills on which to build age-appropriate functioning. • The child's functioning might be described as like that of a much younger child.	• Rarely uses age expected skills • The child shows some age appropriate functioning some of the time or in some situations or settings but most of the child's functioning would be described as not yet age appropriate. • The Child's functioning might be described as like that of a younger child.	• The child shows functioning expected for his/her age some of the time and/or in some situations. • The child's functioning is a mid of age-appropriate and not appropriate functioning. • The child's functioning might be described as like that of a slightly younger child	• The child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area.	• The child shows behaviours and skills expected in all or almost all everyday situations that are part of the child's life. e.g., Home, store, park, child care, with strangers, etc. • The child's functioning is considered appropriate for his/her age. • No one has significant concerns about the child's functioning in this outcome area.

Supporting evidence for answer to Question 2a Add

Enter supporting evidence information

2b. (If question 2 has been answered previously):

○ Yes ◉ No

Required- click appropriate box

On Exit

Required to be filled in - if yes

COSF Required Fields on IDMS

Outcomes - Question & Evidence Sections

The following 3 OSEP Outcomes (1. Positive Social-Emotional Skills (Including Social Relationships) 2. Acquiring and Using Knowledge and Skills 3. Taking Appropriate Actions to Meet Needs) sections have the same data fields associated, have the same data entry requirements.

a) To what extent does this child show age appropriate functioning, across a variety of settings and situations, on the outcome?

The user must include supporting evidence for their selection on the paper COSF.

And on exit; Has the child shown any new skills or behaviors related to a positive social-emotional skills (including social relationships) since the last outcomes summary?

The fields that are also required to be filled in on the ITEIP Data Management are designated by red boxes.

Required- click appropriate box

On Entry & Exit COSF

3. TAKING APPROPRIATE ACTIONS TO MEET NEEDS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Overall Not Age Appropriate			Overall Age Appropriate			
○ Not Yet	○ Uses some immediate foundational skills	○ Emerging	○ Rarely uses age expected skills	○ Somewhat	○ Uses age expected skills but there are concerns	○ Completely
• The child does not yet show functioning expected of a child his/her age in any situation. • The child's skills and behaviors also do not yet include any immediate foundational skills on which to build age-appropriate functioning. • The child's functioning might be described as like that of a much younger child. • Children with a Not Yet rating sill have skills, just not yet at an immediate foundational level.	• The child does not yet show functioning expected of a child his/her age in any situation. • The child's behavior and skills does have some of the immediate foundational skills on which to build age-appropriate functioning but these are not displayed very often. • The child's functioning might be described as like that of a much younger child.	• The child does not yet show functioning expected of a child his/her age in any situation. • The child's behavior and skills include immediate foundational skills on which to build age-appropriate functioning. • The child's functioning might be described as like that of a much younger child.	• Rarely uses age expected skills • The child shows some age appropriate functioning some of the time or in some situations or settings but most of the child's functioning would be described as not yet age appropriate. • The Child's functioning might be described as like that of a younger child.	• The child shows functioning expected for his/her age some of the time and/or in some situations. • The child's functioning is a mid of age-appropriate and not appropriate functioning. • The child's functioning might be described as like that of a slightly younger child	• The child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area.	• The child shows behaviours and skills expected in all or almost all everyday situations that are part of the child's life. e.g., Home, store, park, child care, with strangers, etc. • The child's functioning is considered appropriate for his/her age. • No one has significant concerns about the child's functioning in this outcome area.

Supporting evidence for answer to Question 3a Add

Enter supporting evidence information

3b. (If question 3 has been answered previously):

○ Yes ◉ No

Required- click appropriate box

On Exit

Required to be filled in - if yes

Examples of Supporting Evidence

Supporting Evidence for answer to Question 1a (To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?)

Source of information	Date	Summary of Relevant Results

The boxes can be filled in on the system or recorded on the COSF. On the System, they are expandable adding more boxes as you need for more information. The following is an example of the supporting evidence form filled in:

Source of information	Date	Summary of Relevant Results
Candace's mom	4/12/06	Mom reports that when Candace eats by herself she makes a big mess. She eats finger foods but does not use a fork or spoon. She uses a "sippy" cup with two hands. Mom reports that she has not begun to toilet train Candace. Candace does not let mom know when she has a wet or soiled diaper. She pulls off her socks when getting ready for bed.
Candace's child care provider	4/5/06	Child care provider said that Candace is learning to use a spoon, but usually uses her fingers to feed herself. Candace uses diapers and tugs on diaper after it is wet or soiled.
Carolina Curriculum for Infants and Toddlers with Special Needs	Administered 3/13/06	Self-Help: Eating – 12-15 months Self-Help: Dressing – 15-18 months Self-Help: Grooming – 18-21 months Self-Help: Toileting -- <15-18 months
Developmental specialist	Observed over a 4 week period in March 2006	Observed in her child care environment during structured activities and unstructured play time. She clapped and jumped during a group song. During free play Candace tended to sit quietly unless engaged in a play activity by her caregiver. Candace did not object to having hands washed by caregiver, but needed assistance.

Printed COSF From IDMS

To print the COSF from the ITEIP DATA MANAGEMENT SYSTEM

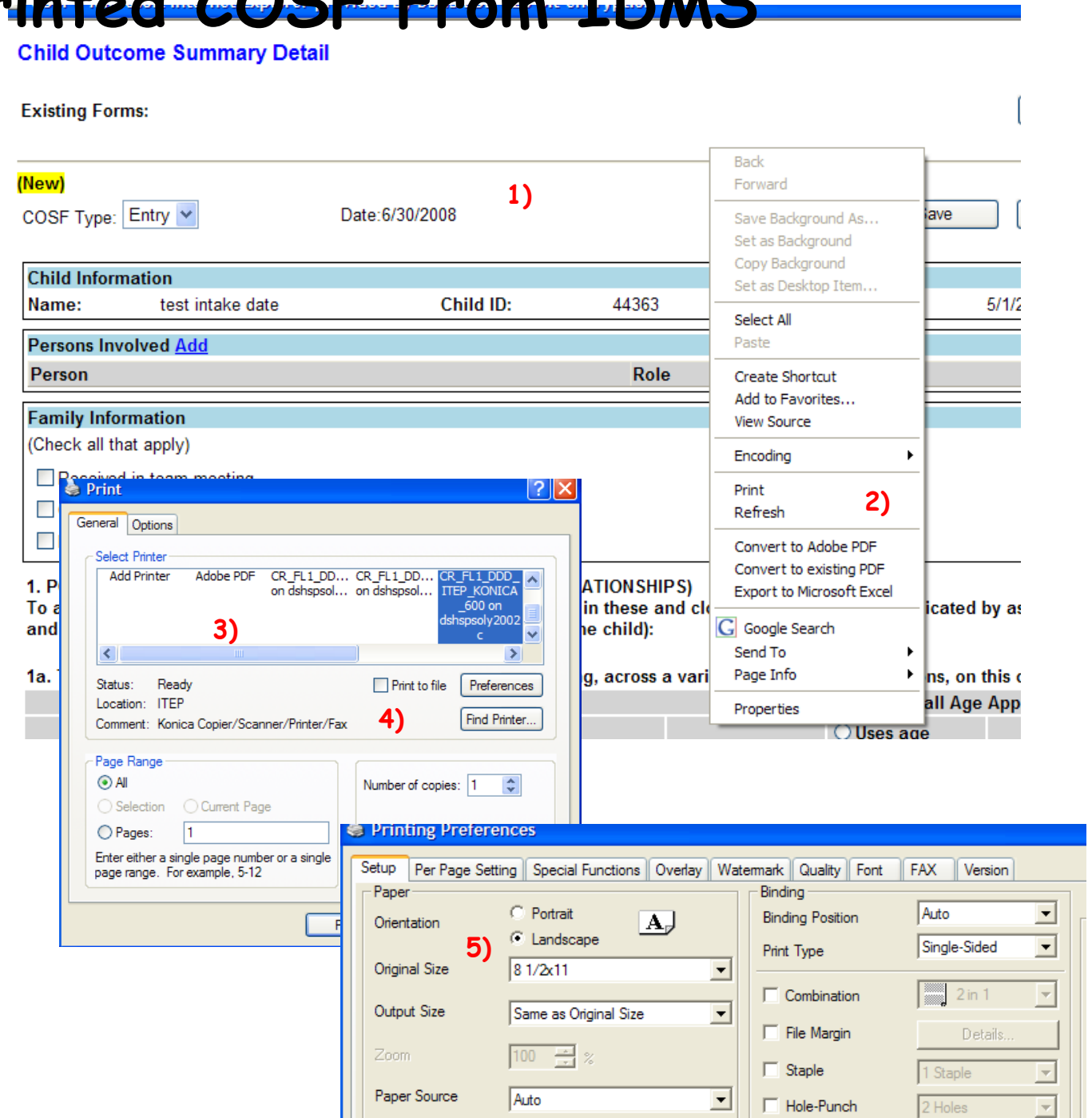
1)Right click your mouse on the Child Outcome Summary Detail screen and you will get the following

2) Click on the **Print option**

3) You will get a Print Options box that will let you select how you want the page printed.

4) Select **Preferences**

5) Using Printing Preferences, select **Landscape** then press OK at the bottom of the Printing Preferences screen.



Printed COSF From IDMS

To print the COSF from the ITEIP DATA MANAGEMENT SYSTEM

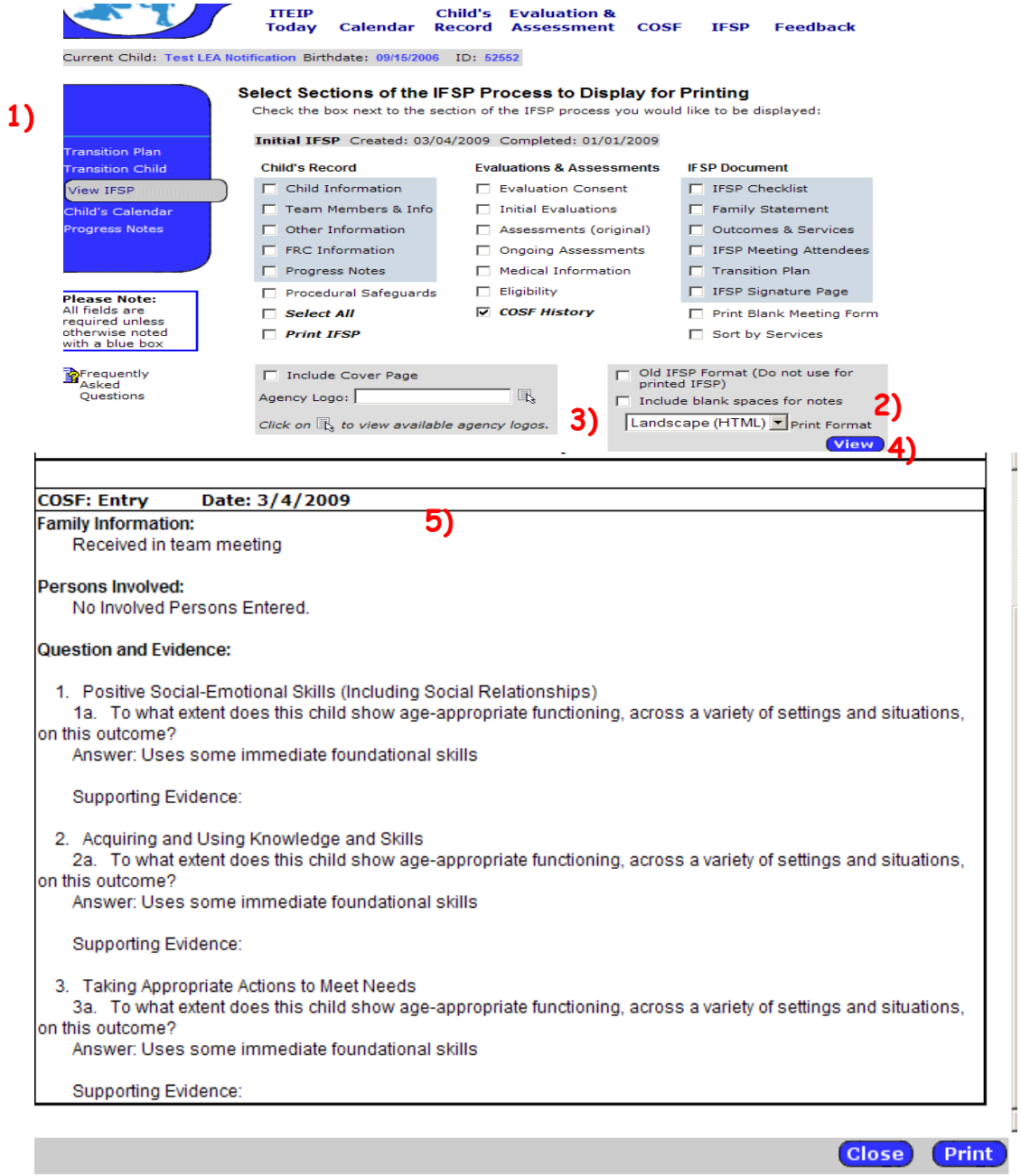
1)Click the COSF History box on the View IFSP screen.

2) Click on the **Print option**

3) You will get a Print Options box that will let you select how you want the page printed.

4) Select **View**

5) You will get a COSF formatted so it can be easily printed in Landscape or Portrait.



EXIT COSF 1b, 2b and 3b "Yes and No" Rules

EXIT COSF "Yes and No" Rules

If the Exit COSF rating in 1a,,2a or 3a is the same or higher than the Entry COSF rating, you must check Yes in 1b,2b or 3b. If the Exit COSF rating in 1a, 2a or 3a is lower than 1a, 2a or 3a on the Entry COSF, then you must check No in 1b,2b or 3b. For example If you selected Emerging for 1a on the Entry COSF and Somewhat for 1a on the Exit COSF, you must enter a Yes in 1b.

If you selected Emerging for 1a on the Entry COSF and Emerging for 1a on the Exit COSF, you must also enter a Yes in 1b. If the child stays at the same rating over the time between the Entry and Exit, they must have made some progress due to the time period.

Conversely, If you selected Emerging for 1a on the Entry COSF and Uses some immediate foundation skills for 1a on the Exit COSF, you must enter a No in 1b.

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Overall Not Age Appropriate					Overall Age Appropriate	
○ Not Yet	○ Uses some immediate foundational skills	○ Emerging	○ Rarely uses age expected skills	○ Somewhat	○ Uses age expected skills but there are concerns	○ Completely
The child does not yet show functioning expected of a child his/her age in any situation. The child's skills and behaviors also do not yet include any immediate foundational skills on which to build age-appropriate functioning. The child's functioning might be described as like that of a much younger child. Children with a Not Yet rating still have skills, just not yet at an immediate foundational level.	The child does not yet show functioning expected of a child his/her age in any situation. The child's behavior and skills does have some of the immediate foundational skills on which to build age-appropriate functioning but these are not displayed very often. The child's functioning might be described as like that of a much younger child.	The child does not yet show functioning expected of a child his/her age in any situation. The child's behavior and skills include immediate foundational skills on which to build age-appropriate functioning. The child's functioning might be described as like that of a much younger child.	Rarely uses age expected skills The child shows some age appropriate functioning some of the time or in some situations or settings but most of the child's functioning would be described as not yet age appropriate. The Child's functioning might be described as like that of a younger child.	The child shows functioning expected for his/her age some of the time and/or in some situations. The child's functioning is a mid of age-appropriate and not appropriate functioning. The child's functioning might be described as like that of a slightly younger child	The child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area.	The child shows behaviours and skills expected in all or almost all everyday situations that are part of the child's life. e.g., Home, store, park, child care, with strangers, etc. The child's functioning is considered appropriate for his/her age. No one has significant concerns about the child's functioning in this outcome area.

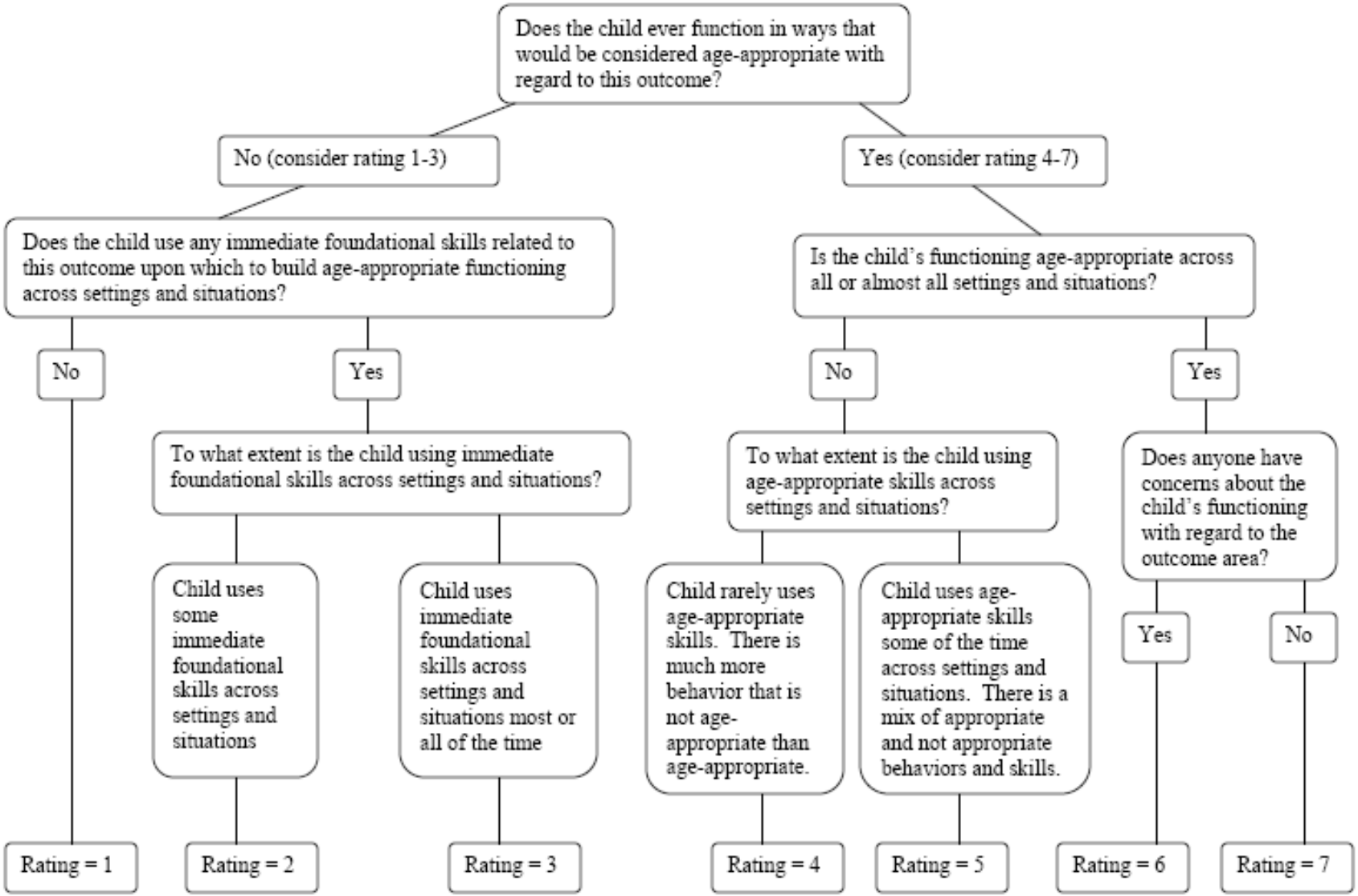
Supporting evidence for answer to Question 1a Add

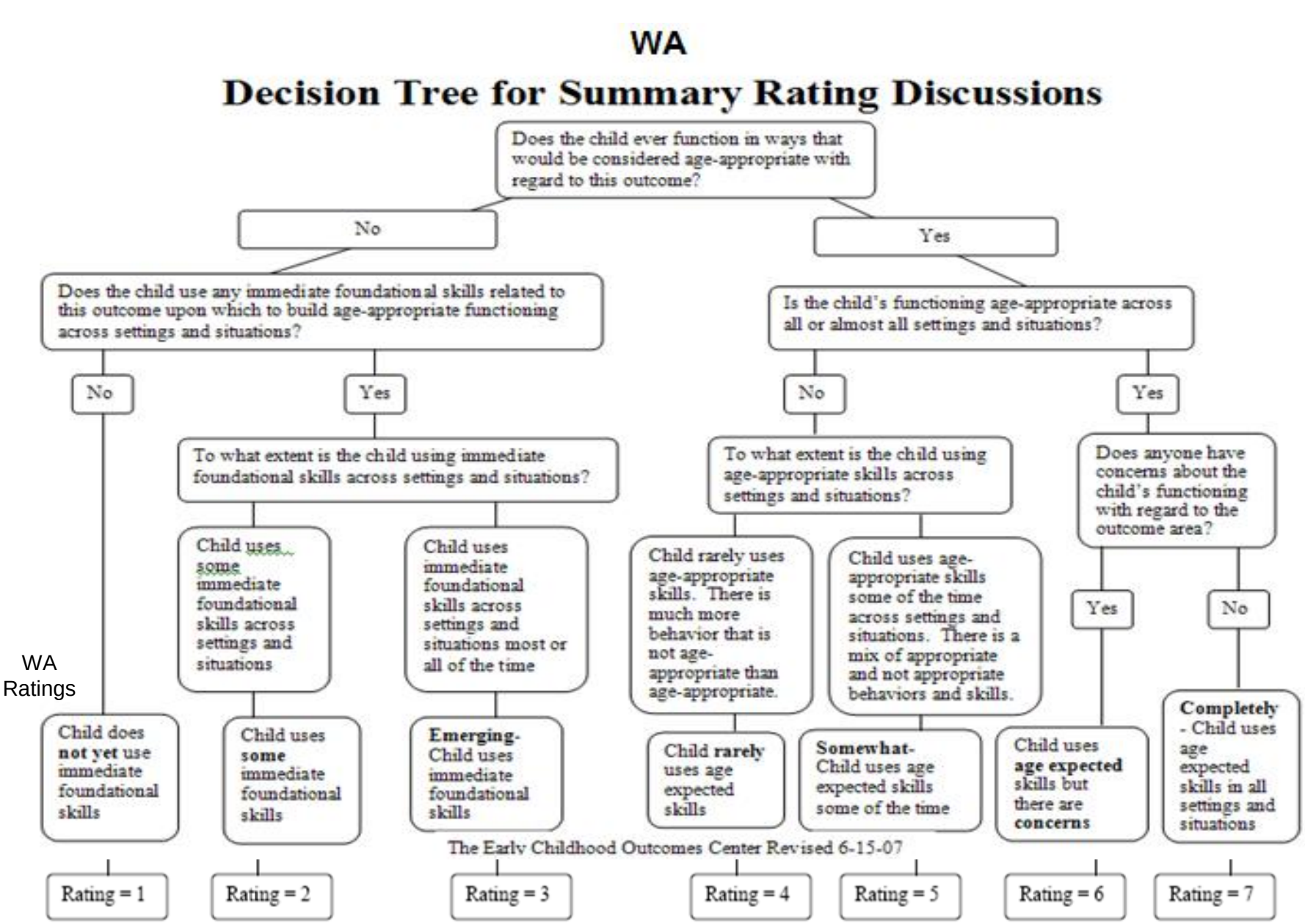
1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?

○ Yes ○ No

COSF

Decision Tree for Summary Rating Discussions





COSF Ratings Compared to WA Ratings

COSF Ratings and WA Ratings Crosswalk

	Overall Not Age Appropriate					Overall Age Appropriate	
ITEIP Ratings	Not Yet	Uses some immediate foundational skills	Emerging	Rarely uses age expected skills	Somewhat	Uses age expected skills but there are concerns	Completely
COSF Ratings	1	2	3	4	5	6	7

All of the rules for entering Entry and Exit COSF ratings and the answer to 1b, 2b and 3b "Yes – No" box are on the following page.

The following are the OSEP reporting categories that are derived from the COSF entries and converted to when reporting to OSEP.

Reporting category will appear in "OSEP Category" column

a - Children who did not improve functioning

b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers

c - Children who improved functioning to a level nearer to same-aged peers but did not reach it

d - Children who improved functioning to reach a level comparable to same-aged peers

e - Children who maintained functioning at a level comparable to same-aged peers

Progress? - No determination of progress has been provided yet

Impossible - The combination entered could not possibly occur. For e ample, a child cannot go from a 5 to a 7 and show no progress

Entry COSF value, E it COSF Value, answer to 1b,2b or 3b	ENTRY COSF Outcome Ratings	EXIT COSF Outcome Ratings	Answer to 1b, 2b or 3b	OSEP category
77Yes	7	7	Yes	e
77No	7	7	No	Impossible
76Yes	7	6	Yes	e
76No	7	6	No	Impossible
75Yes	7	5	Yes	b
75No	7	5	No	a
74Yes	7	4	Yes	b
74No	7	4	No	a
73Yes	7	3	Yes	b
73No	7	3	No	a
72Yes	7	2	Yes	b
72No	7	2	No	a
71Yes	7	1	Yes	b
71No	7	1	No	a
67Yes	6	7	Yes	e
67No	6	7	No	Impossible
66Yes	6	6	Yes	e
66No	6	6	No	Impossible
65Yes	6	5	Yes	b
65No	6	5	No	a
64Yes	6	4	Yes	b
64No	6	4	No	a
63Yes	6	3	Yes	b
63No	6	3	No	a
62Yes	6	2	Yes	b
62No	6	2	No	a
61Yes	6	1	Yes	b
61No	6	1	No	a
57Yes	5	7	Yes	d
57No	5	7	No	Impossible
56Yes	5	6	Yes	d
56No	5	6	No	Impossible
55Yes	5	5	Yes	b
55No	5	5	No	Impossible
54Yes	5	4	Yes	b
54No	5	4	No	a
53Yes	5	3	Yes	b
53No	5	3	No	a
52Yes	5	2	Yes	b
52No	5	2	No	a
51Yes	5	1	Yes	b
51No	5	1	No	a
47Yes	4	7	Yes	d
47No	4	7	No	Impossible
46Yes	4	6	Yes	d
46No	4	6	No	Impossible
45Yes	4	5	Yes	c
45No	4	5	No	Impossible
44Yes	4	4	Yes	b
44No	4	4	No	Impossible
43Yes	4	3	Yes	b
43No	4	3	No	a
42Yes	4	2	Yes	b
42No	4	2	No	a
41Yes	4	1	Yes	b
41No	4	1	No	a

Entry COSF value, E it COSF Value, answer to 1b,2b or 3b	ENTRY COSF Outcome Ratings	EXIT COSF Outcome Ratings	Answer to 1b, 2b or 3b	OSEP category
37Yes	3	7	Yes	d
37No	3	7	No	Impossible
36Yes	3	6	Yes	d
36No	3	6	No	Impossible
35Yes	3	5	Yes	c
35No	3	5	No	Impossible
34Yes	3	4	Yes	c
34No	3	4	No	Impossible
33Yes	3	3	Yes	b
33No	3	3	No	Impossible
32Yes	3	2	Yes	b
32No	3	2	No	a
31Yes	3	1	Yes	b
31No	3	1	No	a
27Yes	2	7	Yes	d
27No	2	7	No	Impossible
26Yes	2	6	Yes	d
26No	2	6	No	Impossible
25Yes	2	5	Yes	c
25No	2	5	No	Impossible
24Yes	2	4	Yes	c
24No	2	4	No	Impossible
23Yes	2	3	Yes	c
23No	2	3	No	Impossible
22Yes	2	2	Yes	b
22No	2	2	No	Impossible
21Yes	2	1	Yes	b
21No	2	1	No	a
17Yes	1	7	Yes	d
17No	1	7	No	Impossible
16Yes	1	6	Yes	d
16No	1	6	No	Impossible
15Yes	1	5	Yes	c
15No	1	5	No	Impossible
14Yes	1	4	Yes	c
14No	1	4	No	Impossible
13Yes	1	3	Yes	c
13No	1	3	No	Impossible
12Yes	1	2	Yes	c
12No	1	2	No	Impossible
11Yes	1	1	Yes	b
11No	1	1	No	a

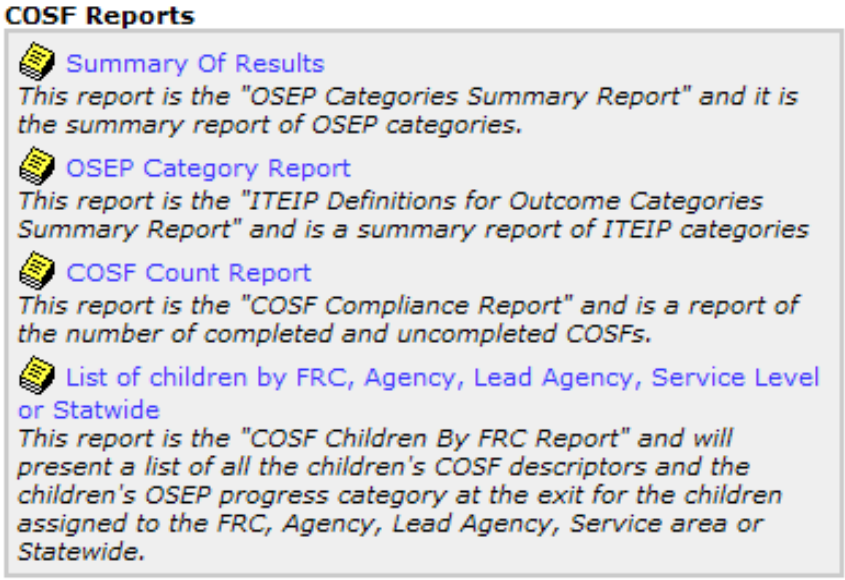
Reports

The Reports Available On The ITEIP Data Management System

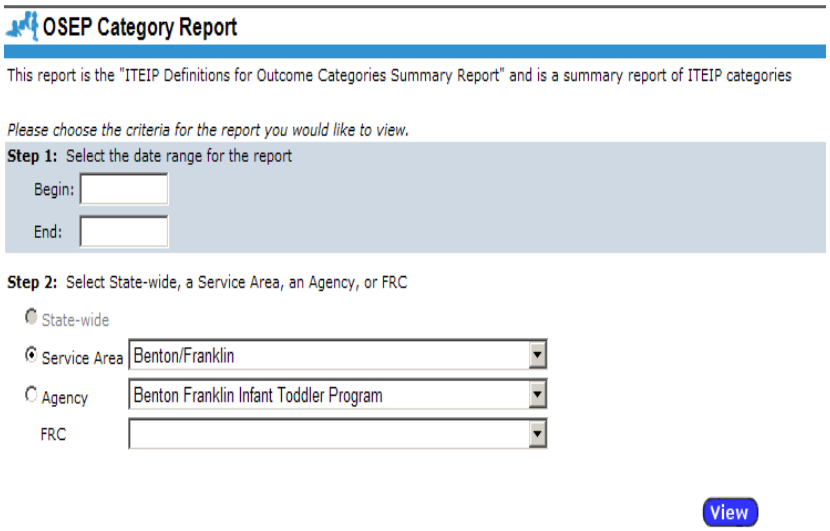
Reports available on the ITEIP Data Management System are displayed on the Reports screen.

Summary of Results report

The first COSF reports is the Summary of Results report. This report is the "OSEP Categories Category Report" and is a summary report of ITEIP categories.



Clicking on Summary Of Results brings up the following screen where you enter the begin and end dates, and select if you want the report for the Service Area, Agency or FRC.



Summary of Results report

The Summary of Results Report is a report of the count of children from the COSFs translated into Categories required by OSEP for their reports.

This report includes the number and percentage of children in each of the three functional outcomes.

INFANT TODDLER EARLY INTERVENTION PROGRAM
SUMMARY OF RESULTS REPORT

County:

This report was run on Friday, March 27, 2009

Agency: Benton Franklin Infant Toddler Program

FRC: All FRC

Date Reporting: 10/1/2008 to 1/31/2009

Outcome - Acquiring and Using Knowledge and Skills	Total	Percent
Children who did not improve functioning (a)	0	0.00%
Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers (b)	0	0.00%
Children who improved functioning to reach a level nearer to same-aged peers but did not reach it (c)	0	0.00%
Children who improved functioning to reach a level comparable to same-aged peers (d)	2	33.33%
Children who maintained functioning at a level comparable to same-aged peers (e)	1	16.66%
The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix) (x)	3	50.00%
No determination of process has been provided yet (Please Fix) (y)	0	0.00%

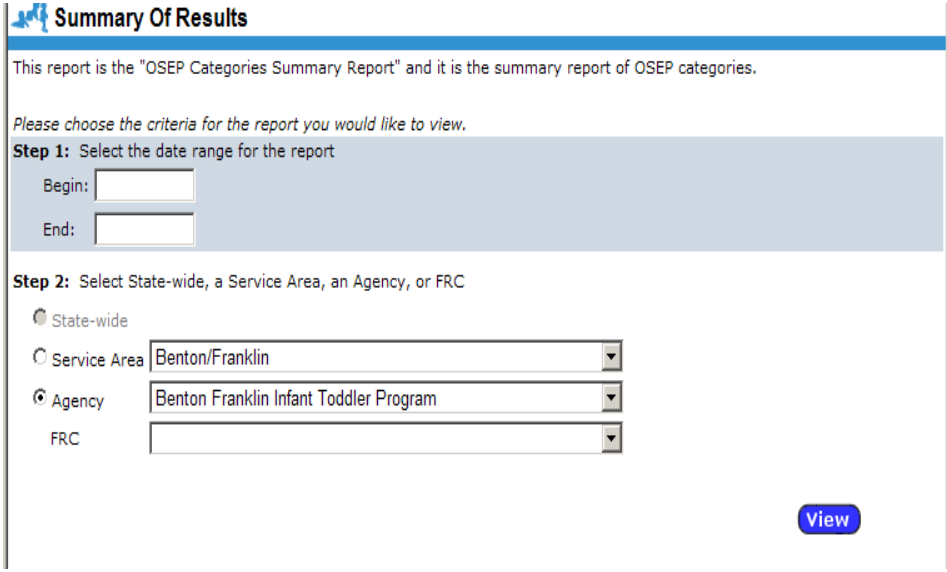
Outcome - Positive Social-Emotional Skills (Including Social Relationships)	Total	Percent
Children who did not improve functioning (a)	0	0.00%
Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers (b)	1	16.66%
Children who improved functioning to reach a level nearer to same-aged peers but did not reach it (c)	1	16.66%
Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers (b)	1	16.66%
Children who improved functioning to reach a level nearer to same-aged peers but did not reach it (c)	1	16.66%
Children who improved functioning to reach a level comparable to same-aged peers (d)	0	0.00%
Children who maintained functioning at a level comparable to same-aged peers (e)	1	16.66%
The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix) (x)	3	50.00%
No determination of process has been provided yet (Please Fix) (y)	0	0.00%

Outcome - Taking Appropriate Actions to Meet Needs	Total	Percent
Children who did not improve functioning (a)	0	0.00%
Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers (b)	0	0.00%
Children who improved functioning to reach a level nearer to same-aged peers but did not reach it (c)	1	16.66%
Children who improved functioning to reach a level comparable to same-aged peers (d)	0	0.00%
Children who maintained functioning at a level comparable to same-aged peers (e)	2	33.33%
The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix) (x)	3	50.00%
No determination of process has been provided yet (Please Fix) (y)	0	0.00%

OSEP Categories Report

The next COSF reports is the OSEP (ITEIP) Categories Report. This report is the "ITEIP Definitions for Outcome Categories Summary Report" and is a summary report of ITEIP categories

Clicking on OSEP Category Report brings up the following screen where you enter the begin and end dates, and select if you want the report for the Service Area, Agency or FRC.



OSEP Categories Report

The OSEP Category Report is the "ITEIP Definitions for OSEP Outcome Categories based of our use of the COSF form.

This report includes the number and percentage of children in each of the three functional outcomes.

ITEIP Definitions for Outcome Categories Summary Report

County: Benton/Franklin

This report was run on Friday, March 27, 2009

Agency: All Agencies

FRC: All FRC

Date Reporting: 10/1/2008 to 1/31/2009

Outcome 1 - Positive Social-Emotional Skills (Including Social Relationships)

Entry Question 1a	Exit Question 1a	Exit Question 1b	OSEP Category	Total	%
Uses some immediate foundational skills	Somewhat	Yes	Children who improved functioning to reach a level nearer to same-aged peers but did not reach it (c)	1	16.66%
Somewhat	Somewhat	Yes	Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers (b)	1	16.66%
Somewhat	Uses age expected skills but there are concerns	No	The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix) (x)	1	16.66%
Uses age expected skills but there are concerns	Completely	No	The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix) (x)	1	16.66%
Uses age expected skills but there are concerns	Completely	Yes	Children who maintained functioning at a level comparable to same-aged peers (e)	1	16.66%
Completely	Completely	No	The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix) (x)	1	16.66%

Outcome 2 - Acquiring and Using Knowledge and Skills

Entry Question 2a	Exit Question 2a	Exit Question 2b	OSEP Category	Total	%
Completely	Completely	No	The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix) (x)	2	33.33%
Uses some immediate foundational skills	Uses age expected skills but there are concerns	Yes	Children who improved functioning to reach a level comparable to same-aged peers (d)	1	16.66%
Somewhat	Uses age expected skills but there are concerns	No	The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix) (x)	1	16.66%
Somewhat	Completely	Yes	Children who improved functioning to reach a level comparable to same-aged peers (d)	1	16.66%
Uses age expected skills but there are concerns	Uses age expected skills but there are concerns	Yes	Children who maintained functioning at a level comparable to same-aged peers (e)	1	16.66%

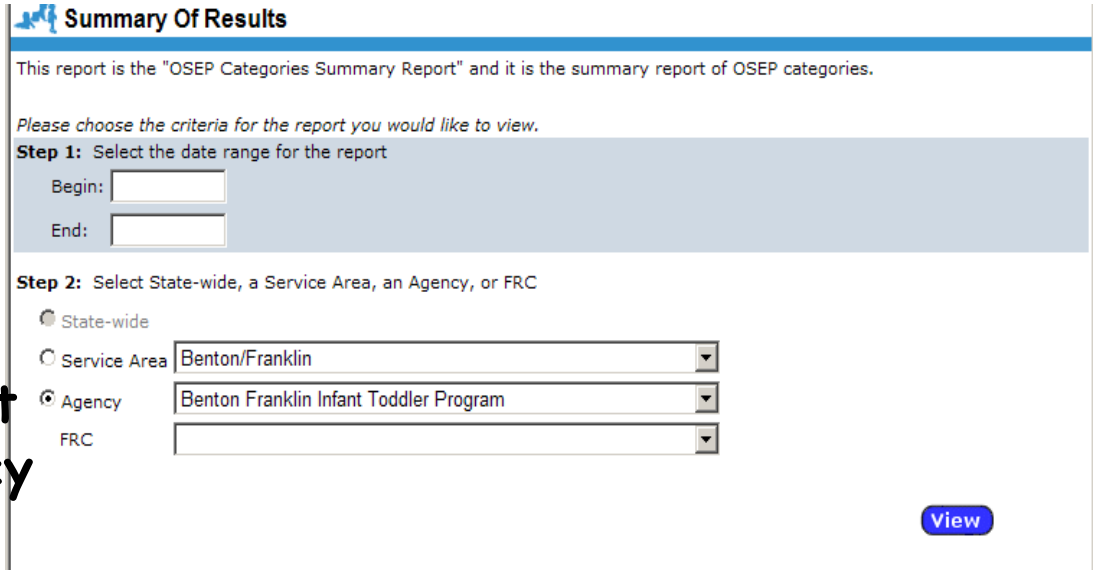
Outcome 3 - Taking Appropriate Actions to Meet Needs

Entry Question 3a	Exit Question 3a	Exit Question 3b	OSEP Category	Total	%
Somewhat	Completely	No	The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix) (x)	2	33.33%
Uses age expected skills but there are concerns	Completely	Yes	Children who maintained functioning at a level comparable to same-aged peers (e)	1	16.66%
Completely	Completely	Yes	Children who maintained functioning at a level comparable to same-aged peers (e)	1	16.66%
Rarely uses age expected skills	Somewhat	Yes	Children who improved functioning to reach a level nearer to same-aged peers but did not reach it (c)	1	16.66%
Rarely uses age expected skills	Completely	No	The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix) (x)	1	16.66%

COSF Count Report

The next COSF reports is the COSF Count Report. This report is the "COSF Compliance Report" and is a report of the number of completed and uncompleted COSFs.

Clicking on COSF Count Report brings up the following screen where you enter the begin and end dates, and select if you want the report for the Service Area, Agency or FRC.



COSF Count Report

The COSF Compliance Report" and is a report of the number of completed and uncompleted COSFs.

This report includes the child or children that have not had completed COSFs.

INFANT TODDLER EARLY INTERVENTION PROGRAM
COMPLIANCE COUNT REPORT

County:

This report was run on Friday, March 27, 2009

Agency: Benton Franklin Infant Toddler Program

FRC: All FRC

Date Reporting: 10/1/2008 to 1/31/2009

Entry & Exit Completed	Entry Completed	Exit Completed	In Progress
0	68	6	68

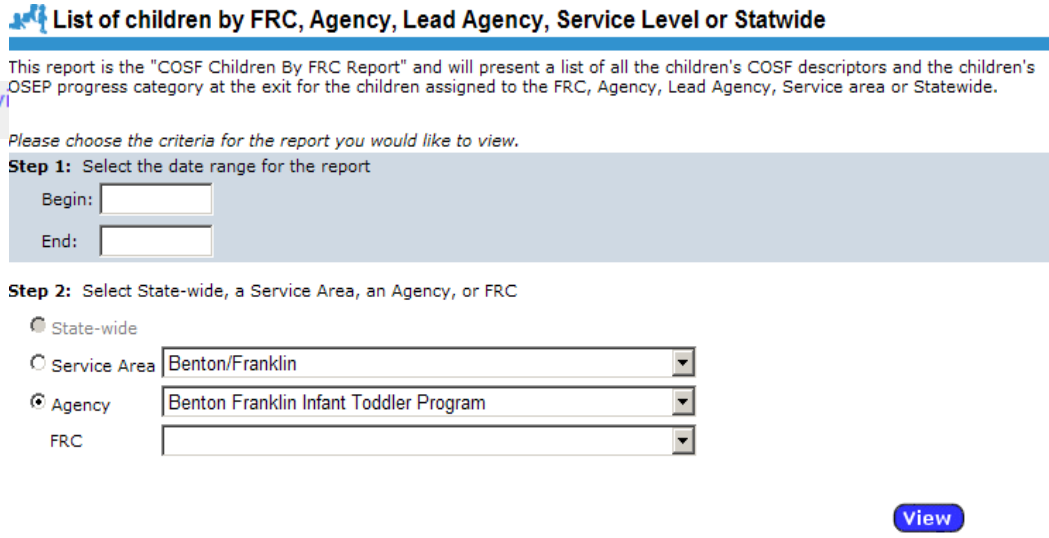
Transitioned Children With Incomplete COSF

Child	Date	FRC Name
Test Child	11/20/2008 3:01:32 PM	FRC Kelly

List of Children by FRC, Agency … report

The next COSF reports is the List of Children by FRC, Agency … report. This report is the "COSF Children By FRC Report" and will present a list of all the children's COSF descriptors and the children's OSEP progress category at the exit for the children assigned to the FRC, Agency, Lead Agency, Service area or Statewide.

Clicking on List of children by FRC, Agency, Lead Agency, Servi Statwide brings up the following screen where you enter the begin and end dates, and select if you want the report for the Service Area, Agency or FRC.



List of Children by FRC, Agency … report

The List of Children by FRC, Agency … report. This report is the "COSF Children By FRC Report" and will present a list of all the children's COSF descriptors and the children's OSEP progress category at the exit for the children assigned to the FRC, Agency, Lead Agency, Service area or Statewide.

This report includes the child or children that have not had completed COSFs.

BE CAREFUL AS THIS REPORT WILL PRING ALL CHILDREN FOR AN FRC< AGENCY OR SERVICE AREA.

INFANT TODDLER EARLY INTERVENTION PROGRAM
COSF Children Report

County: Benton/Franklin

This report was run on Friday, March 27, 2009

Agency: All Agencies

FRC: All FRC

Date Reporting: 10/1/2008 to 1/31/2009

Child's Name 1

1 - Positive Social-Emotional Skills (Including Social Relationships)

Entry Question 1a	Exit Question 1a	Exit Question 1b	OSEP Category
Uses age expected skills but there are concerns	Completely	Yes	Children who maintained functioning at a level comparable to same-aged peers

2 - Acquiring and Using Knowledge and Skills

Entry Question 2a	Exit Question 2a	Exit Question 2b	OSEP Category
Somewhat	Completely	Yes	Children who improved functioning to reach a level comparable to same-aged peers

3 - Taking Appropriate Actions to Meet Needs

Entry Question 3a	Exit Question 3a	Exit Question 3b	OSEP Category
Uses age expected skills but there are concerns	Completely	Yes	Children who maintained functioning at a level comparable to same-aged peers

Child's name 2

1 - Positive Social-Emotional Skills (Including Social Relationships)

Entry Question 1a	Exit Question 1a	Exit Question 1b	OSEP Category
Somewhat	Somewhat	Yes	Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers

2 - Acquiring and Using Knowledge and Skills

Entry Question 2a	Exit Question 2a	Exit Question 2b	OSEP Category
Uses age expected skills but there are concerns	Uses age expected skills but there are concerns	Yes	Children who maintained functioning at a level comparable to same-aged peers

3 - Taking Appropriate Actions to Meet Needs

Entry Question 3a	Exit Question 3a	Exit Question 3b	OSEP Category
Completely	Completely	Yes	Children who maintained functioning at a level comparable to same-aged peers

Child #3

1 - Positive Social-Emotional Skills (Including Social Relationships)

Entry Question 1a	Exit Question 1a	Exit Question 1b	OSEP Category
Completely	Completely	No	The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix)

The End

See the ITEIP Website
http://www.dshs.wa.gov/iteip/ for WA State Materials and additional details.

Please contact Richard Sanders or your ITEIP Program Manager for comments and suggestions regarding this training.